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ABSTRACT

This guide contains activities to help teachers give middle school students experience in practical life skills. Techniques include role playing and using classified advertisements from newspapers. The five lessons include teacher tips on conducting the activities. Lessons contain objectives, materials needed, discussion, and suggested dialogue. Worksheets are included for interviews, budgets, transportation, apartment hunting, expenses, and groceries. The guide also contains a list of overall objectives grouped under the headings of: Basic Skills; Self-Conceptualization; Understanding Others; Using Accumulated Knowledge To Interpret the World; and Continuous Learning. Eleven evaluation questions and six general questions on the course as a whole are provided for students as well as a six-item outline for a "summary" of the course experience to be written by students. Finally, three interest surveys, and two sample job applications, conclude the document. (KC)

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SIMULATED REAL-LIFE EXPERIENCES USING CLASSIFIED ADS IN THE CLASSROOM

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Introduction

It is important to provide students with the opportunity to practice practical life skills or adult situations. Therefore it is appropriate to design activities and simulations to place students in an adult setting.

This project is to provide students with the practical applications and expectations from real-life situations.

This unit will enable the students to experience practical life skills and to role play, and to respond to future situations with a better understanding of what to expect.

Questions that are appropriate to ask would be: Do you know what the future holds for you? What are the expectations of an adult? What are the responsibilities of an adult? Can you cope with the responsibilities that are expected of an 18 year old in today's lifestyle? What is the difference between a job and a career?

This project will use the imagination of middle school students to pretend they are 18 years old and have just graduated from high school. This is the starting point in which they will experience the real life situations.

Explain to the students that they are now 18 and have graduated from high school. What do they do now? They still live at home and have very little money for college (if that was their choice) and no transportation. First things first; they have to find a job. Where do they look? They look in the newspaper want -ads. At what are they going to work ? For what type of job are they qualified ? Where is the job located? What are the restrictions? What is the income?

The class project has begun and now the students have found their interesting jobs. There must be a salary listed for the purposes of this unit. Now use the enclosed job application and each student must apply for his/her particular job and provide all the information necessary to qualify for this job.

Once the students have their individual jobs, they now have what we call "earning power". They are now a working person and must contribute their fair share to the federal government in the form of taxes. The money that is earned as net income must be budgeted. What are their priorities? What purchases do your students want or need?

Eventually some form of transportation is necessary. What is preferred; a new car versus a used car? Where do they look for used cars? They should look in the newspaper want-ads. What is considered a good deal on a car? Does the car have any warranty? What does the tax and title cost for a car? How is it figured? Does anything need to be fixed on the car at the time of purchase? Something to remember about buying a used car is that the older the car, the more repairs are going to be necessary on it. What are their responsibilities as a car owner? They must never abuse the privileges or responsibilities bestowed upon them as a driver.

It is also important to point out that the upkeep of a car takes money. The car runs on gas which costs money. This has to be part of the money that is budgeted from their salary.

The job is going well at this point and there is a nice savings account now. Discuss this aspect with your students: their home life is very restricted. It is now time to become independent and find living quarters on their own. A friend could move in with them as a roommate.

Where do they look for a place to live? They should look in the newspaper want -ads. Where do they want their new living quarters to be located? What can they and a roommate afford? What type of housing would they like to move into? What is the difference between owning and renting? What are their responsibilities as apartment dwellers? What are their expectations as apartment dwellers? Will they need to purchase furniture or other necessities for their new surroundings? For what other expenses will they need to budget? It is important to point out that the phone bill and electric bill also need to be budgeted from the monthly income. What other things are useful to know once they are experiencing life on their own? (Students are allowed to bring their belongings from their own room to their new place; including a bed, dresser, lamps T.V. set, couch and chair, kitchen utensils including dishes and silverware.)

The job is going great. Discuss this with your students. Their lifestyle is agreeing with them, but now they have some decisions to make about their future. Do they want or need to go to college? They need to consider the pros and cons of this situation. This can be expanded after the project has been completed.

LESSON 1

Time frame: 1 or 2 class periods
USE "PRACTICAL LIFE SKILLS" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

Objective: Students will be able to select a job from the want-ads and will be able to give reasons why they want that job and how they qualify for it. Students will be able to buy a car once they've determined how much they have earned and can afford to pay for one. Students will be able to find an apartment for a place to live. Students will be able to use the newspaper to find bargains when they go shopping. Students will be able to evaluate the unit.

Materials needed: Newspapers for each student which includes the classified sections.

Discussion: We are going to pretend for a few days. We are going forward into the future about four or five years. You are now 18 years old. Do you know what the future holds for you? Do you know what your responsibilities are as an adult? What do you do after you have graduated from high school?

Student responses: (Discussion should follow; answers will vary.) Take it easy; look for a job; go to college.

Teacher: Varied lifestyles, I see; well, in order to make this unit work we are going to set some restrictions. If you have a problem with any of these, we can discuss them at this time. First each of you will start out living at home. Can you tell me why this is the best arrangement now for you?

Student: (Discussion should follow; answers will vary.) Saving money; not having to do the cooking and cleaning.

Teacher: What are the best alternatives you can think of to earn some money? (Legally!)

Student: (Discussion should follow; answers will vary.) Working.

Teacher: How can you accomplish this task? Where do you look for work? Students will discover use of the want-ads from the newspaper. Teacher can lead the discussion for finding work using the want-ads or other methods; What are other appropriate methods?

Student: (Discussion should follow; answers will vary.)
Teacher: Is finding a job necessary? What do you think would happen if you didn't want to find a job? How would you feel about it? How would you feel if your friends were working and you were not?

Student: (Discussion should follow; answers will vary.)

Teacher: What alternatives could you think of instead of finding a job? Are these the alternatives you, as an adult, would rather do? Why or why not?

Student: (Discussion should follow; answers will vary.)

Teacher: If finding a job is what you need to do, the want-ads are the place to find them. Let's take out the classified section of the newspaper. (Each student should have their own paper before
the start of this project and proceed to look for a job.) What limitations do you see as you look for a job?

Student: (Discussion should follow; answers will vary.) I'm not qualified for some of them. They don't list how much money you make. I don't like what you have to do at this job. It isn't close to where I live. What is the difference between commission and salary?

Teacher: Why is the location of the job important?

Student: (Discussion on transportation should follow; answers will vary.)

Teacher: What are the alternatives if you don't have a car?

Student: (Discussion should follow; answers will vary.) Buy one, borrow one, carpool, bus.

Teacher: What jobs have you found so far? Is this something you would want to do for the rest of your life? Why or why not? Would you enjoy your work at this job? How would you know if you liked it or not?

Student: (Discussion should follow; answers will vary.)

Teacher: How do you feel about your choice of a job? Do you have to meet the public? What are the requirements that are needed for this job? Can you handle it?

Student: (Discussion should follow; answers will vary.)

Teacher: Is there a chance for improvement or a promotion in this job? Would that make a difference when you look for your first job? Why or why not? Would you consider staying if you were offered a chance for a promotion? Why or why not?

Student: (Discussion should follow; answers will vary.)

Teacher: Answer these four questions that an employer could ask.

USE "INTERVIEW" WORKSHEET AT THIS TIME

(This can be made into a transparency or duplicated for each student.)

LESSON 2

Time frame: 1 or 2 class periods

USE "BUDGET" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

Teacher: You have a job in mind that you found from the want-ads. Now we will calculate your salary. If they list a yearly income you will need to multiply it by .25. This amount goes to taxes. Then divide by 12 months per year. If they list an hourly rate, you normally work 40 hours in a week, so multiply that hourly amount by 40. This will give you the weekly amount. Now multiply the weekly amount by 52 weeks. This will give you the yearly salary. Now multiply by .25. This amount goes for taxes. Subtract that off from the "gross" amount. Then divide by 12. This is your monthly net income.

Teacher: What services are provided for your taxes dollars?

Student: (Discussion should follow; answers will vary.)

Teacher: You are now a working person in society and there are things you would like to buy. What would you buy first? Why? What restrictions do you still have? What else would you do with your earned money?

Student: (Discussion should follow; answers will vary.) Buy a car, stereo, vacations.

Teacher: A car would be a good start; what restrictions would you have to consider?

USE "TRANSPORTATION" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

Student: (Discussion should follow; answers will vary.) You could not spend more than you earn, even with the monthly payments from a loan.

Teacher: What choices do you have for purchasing a car?

Student: (Discussion should follow; answers will vary.) Used cars are cheaper; new cars are expensive; take a loan to pay it off.

Teacher: Where would you look for a used car?

Student: (Discussion should follow; answers will vary.) Car dealerships; used car lots; want-ads or advertisements in the newspaper.

Teacher: That is where we will look for a used car. Find that section in your paper. What type of car would you want? Why? How old would you want the car to be? What
considerations do you have to think about when you purchase a used car?

Student: (Discussion should follow; answers will vary.) The car breaking down; expensive repair bills.

Teacher: After finding the car you want to buy, you must deduct it from your net earnings. Take the full amount and divide by 12. (Figure the payments would be for only one year.) This is the amount you would have to budget for each month. Can you afford it? Is there enough left over for you to use on other things that interest you? What alternatives can you think of if there isn't enough money left over?

Student: (Discussion should follow; answers will vary.)

LESSON 3

Time frame: 1 or 2 class periods.

Teacher: Are you content with the job you chose? How do you feel being able to earn money? What restrictions or boundaries do you need to set for yourself? How can you tell if your job is right for you? What adjustments can you make?

Student: (Discussion should follow; answers will vary.)

USE "APARTMENT" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

Teacher: This is the time to evaluate your jobs. The discussion you had was needed, because if you must choose a new job, now is the time to do it. You don't have that many responsibilities yet, but still you need that income. After your commitment to this job, some of you might decide to move out on your own with a friend. You are going to become independent from the people at home. What do you need to consider?

Student: (Discussion should follow; answers will vary.) Cost of apartment; cooking, cleaning, other expenses.

Teacher: What expenses do you have to be aware of when looking for a place to live?

Student: (Discussion should follow; answers will vary.) Type of place; house or apartment; furniture; utilities; leisure time activities.

Teacher: How much can you afford to pay each month for rent? Remember you already have a car payment. How much would furniture cost? What is your alternative?

Student: (Discussion should follow; answers will vary.) Used furniture; take furniture from home; rent a furnished apartment.

Teacher: For what other expenses would you need to budget?

Student: (Discussion should follow; answers will vary.) Food, clothes, bills, gas for car; leisure time activities.

Teacher: Are these all the responsibilities that have to be met? Why or why not? How do you feel with all these responsibilities on your shoulders?

Student: (Discussion should follow; answers will vary.)

Teacher: If you feel good enough to be able to cope with the expenses of a car payment, furniture, utensils, and food, can you afford the rent payment? Now let's look for an apartment. What are some of the things you might want to consider?

Student: (Discussion should follow; answers will vary.) Location, cost of apartment; the layout of the apartment.

Teacher: Excellent considerations. Now use the want-ads to locate an apartment to rent. Consider these options: size, location, number of bedrooms.

Student: (Discussion should follow; answers will vary.) Size, location, 1 bedroom or 2 bedrooms.

Teacher: How much is the rent per month? You will need to deduct it from your net earnings. Divide the monthly rent payment in half, (between you and your friend). This is the amount to deduct from your monthly earnings. What are your other considerations now?

Student: (Discussion should follow; answers will vary.) Do I have enough left over for furniture, food, leisure time activities?

LESSON 4

Time frame: 1 or 2 class periods

Teacher: Today we are going to see what other expenses you may incur while you are living on your own. What types of things would you like to have or own since you are able to live on your own? Make a list of these things you would like to have.

Student: (Discussion should follow; answers will vary.) T.V., couch, table, chairs.

Teacher: Now we will need to see how much these things cost. T.V. sets can be found in a lot of stores. How can we find the best bargain?

Student: (Discussion should follow; answers will vary.) Advertisements in the paper; comparison shopping.

Teacher: Great ideas. What does that tell us about something that we wish to purchase?

Student: (Discussion should follow; answers will vary.) Anything can be found in advertisements or by comparison shopping.

Teacher: These items are called big ticket items. They need to be purchased from a store, but you cannot use credit or time payments. These items will need to be paid for at one time. The money you have saved until now will come in handy. Each month you had so much money left over that was not used. This is where your savings started. Let's find out who has savings. Why do some students have more than others? What does this tell you?

Student: (Discussion should follow; answers will vary.)

Teacher: What do you think will happen with the students who have more money saved?

Student: (Discussion should follow; answers will vary.) They will be able to buy more things.

Teacher: How do you feel about that? Why? What can you do about it?

Student: (Discussion should follow; answers will vary.) Find a better job; buy a less expensive car; find a cheaper place to live.

Teacher: Now each item that is purchased has to be deducted from the savings. What alternatives can you think of instead of purchasing items?

Student: (Discussion should follow; answers will vary.) Borrowing, renting, sharing expenses, or going without.

Teacher: Good possibilities. Now what you should start doing is noticing when there are sales. Is there a better price when things are on sale? What items go on sale? What happens if you really need something and it's not on sale?

Student: (Discussion should follow; answers will vary.)

Teacher: What other expenses do we also have to budget for?

Student: (Discussion should follow; answers will vary.) Food, gas for car, clothes.

USE "EXPENSES" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

Teacher: Now we are going to write out our budget plan:

JOB earns $ _____
TAXES (25%) (minus) - $ _____

_____

TOTAL NET INCOME

Teacher: Let's figure out what each of those expenses would cost per month. Then subtract it from the total net income. What about leisure time activities? Will we have enough money for the movies?

CAR payment (minus) - $ _____
APARTMENT rent (minus) - $ _____
EXPENSES (minus) - $ _____

_____

NET INCOME

USE "GROCERIES" WORKSHEET AT THIS TIME
(This can be made into a transparency or duplicated for each student.)

LESSON 5

Time frame: 1 class period

Evaluation of unit: Answers can be written or oral.

1. What did you do in this unit that you have never done before?

2. Was this helpful to you?

3. Did you enjoy this project?

4. Have you thought about finding a job before? What would you do now to look for a job that you didn't know before? Would you qualify for that job?

5. What new things did you learn during this unit? Would you like to learn some other things?

6. What should your teacher do to improve this project? Would you like to learn more about how to plan a budget?

* USE THE "TEST ON PRACTICAL LIFE SKILLS" AT THIS TIME

* USE THE "CONCLUSION" WORKSHEET AT THIS TIME

* USE THE "SUMMARY" WORKSHEET AS A PRESENTATION TO THE CLASS

* INTEREST SURVEY I, II, AND III CAN BE USED PRIOR TO THIS UNIT TO FAMILIARIZE YOUR STUDENTS ABOUT THEIR LIKES AND PREFERENCES CONCERNING JOBS

OBJECTIVES

I. Basic Skills

1. Students will use acquired information to compute a salary received from a job.
2. Students will use acquired information to tabulate net earnings.
3. Students will use acquired information to tabulate payments for a car.
4. Students will use acquired information to budget their expenses.
5. Students will share information and express meaning through speaking, writing, and non-verbal means.
6. Students will be able to compute a yearly salary when given an hourly rate.
7. Students will be able to compute a 25% tax that is deducted from their salary for Federal taxes.
8. Students will be able to read and locate a job using the newspaper want-ads.
9. Students will be able to read and decide on a car for transportation.
10. Students will be able to compute the amount payable per month for a car payment that is deducted from their monthly net income.
11. Students will be able to read and decide about living arrangements using newspaper want-ads.
12. Students will be able to compute the amount payable per month for an apartment and deduct it from their monthly net income.
13. Students will be able to write and figure out a workable, livable budget to fit their individual lifestyles.

II. Self Conceptualization

1. Students will recognize that self concept is acquired by interaction with other people.
2. Students will share knowledge and interact with one another to reach the best decision or choice suitable for that student.
3. Students will assess their own function in each of several different situations.
4. Students will choose the best job they can obtain in their category.
5. Students will choose the best car they can obtain in their price category.
6. Students will choose their lifestyle and share their findings with others.
7. Students may choose to obtain an apartment with a partner.
8. Students will be able to distinguish between many concepts of self in various role or social situations.

III. Understanding Others

1. Students will base actions and decisions on the knowledge that individuals differ and are similar in many ways.
2. Students will share budget costs of certain products.
3. Students will not interfere with another student's decision on choice of lifestyle.
4. Students will value another person's opinion about their choices.

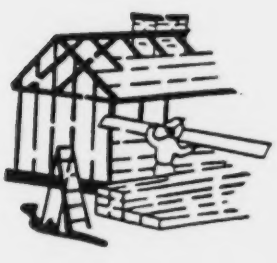
IV. Using Accumulated Knowledge to Interpret the World.

1. Students will apply basic principles and concepts of the sciences, arts and humanities to interpret personal experiences.
2. Students will need to have acquired basic principles to choose a job to earn money.
3. Students will need to have acquired basic concepts to work with fellow students and offer help and receive help.
4. Students will have to evaluate technological progress to procure a job at a livable wage and standard.

V. Continuous Learning

1. Students will acquire an understanding of how to budget and earn a salary.
2. Students will have to make decisions on priorities of importance when spending money.
3. Students will learn how to read the want-ads for specific jobs they want.
4. Students will learn to interpret sale advertisements.
5. Students will learn about purchasing a car, including the pros and cons about a new car versus a used car.
6. Students will acquire a knowledge about whether to live at home or rent an apartment.
7. Students will acquire a knowledge about the cost of groceries by using the newspaper advertisements.

JOBS! JOBS! JOBS!



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PRACTICAL LIFE SKILLS

You are 18 years old. You have just graduated from high school. Do you know what the future holds? Do you know what your responsibilities are as an adult? What do you do after you have graduated high school? What is the difference between a career and a job?

RESTRICTIONS

1. You are living at home.

2. You are 18 years old.

3. You are a high school graduate.

4. You have no previous job experience.

5. The salary must be listed in the want-ad.

JOB INTERVIEW

These questions can be answered orally or written.

1. What is the position you are applying for?
2. What would your responsibilities be for your job?
3. Why do you think you are qualified for this job?
4. Why do you want this job?
5. Why should I hire you for this position?

BUDGET

1. What does the word BUDGET mean?

2. Once you have a job and start earning money, what are you going to spend it on? Why?

SALARY

$ HOURLY times 40 = weekly

$ WEEKLY times 52 = yearly

$ MONTHLY times 12 = yearly

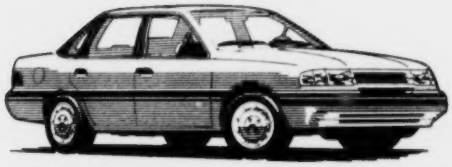
TAXES

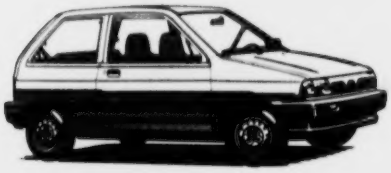
Yearly salary times 25%
(divide by 4) or (times 1/4) or (times .25)

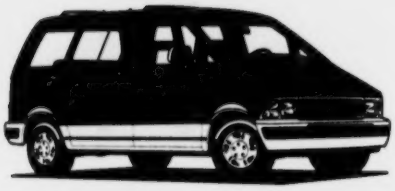
Subtract from gross salary.

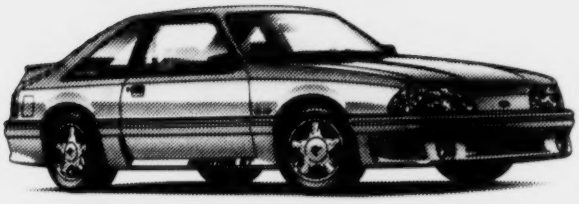
This is called NET INCOME. Divide by 12.
Now you have your monthly salary.

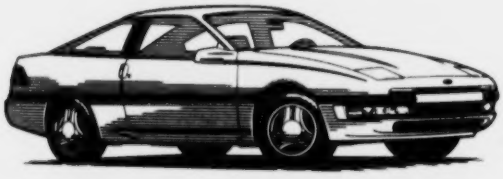
WHEELS! WHEELS! WHEELS!

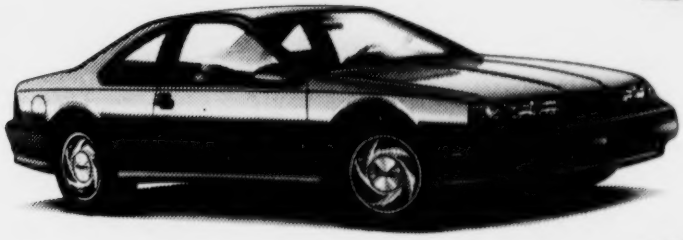


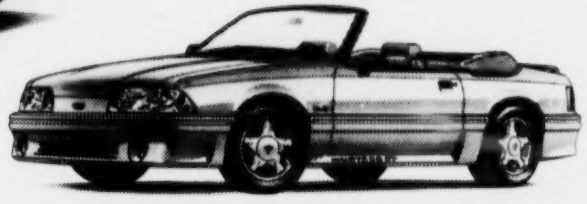












TRANSPORTATION

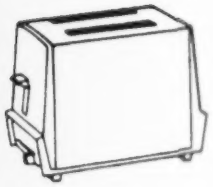
Today you are going to select a vehicle.

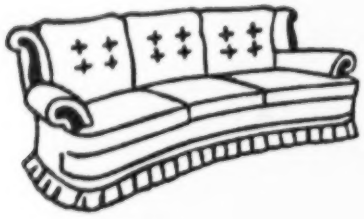
1. What are the differences between a new car and a used car?
2. What do you think a car costs to repair?
3. What types of general maintenance are needed for a car?
4. What problems require extensive repairs on used cars?
5. How much mileage do you think you will drive each week?
6. How much will you spend on gas each week?

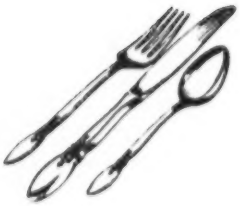
NEW CAR VERSUS USED CAR

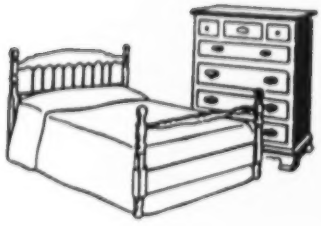
NEW CAR	USED CAR
times 10% finance charge (x .10)	pay for 1 year (divide by 12)
finance over 36 months (divide by 36)	budget for repair bills

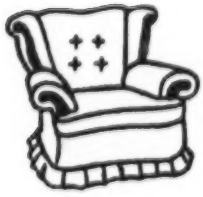
HOME SWEET HOME!











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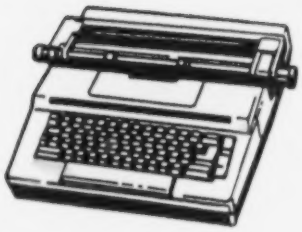
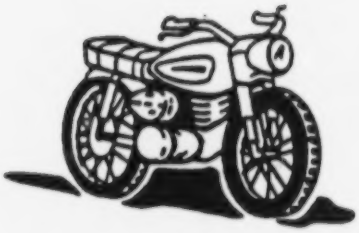
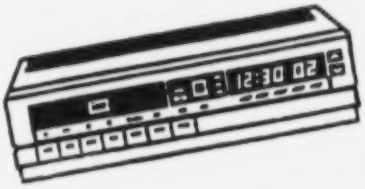
APARTMENT

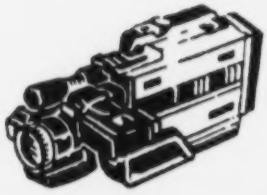
Today we are going to find a place to live. Why would an apartment be better than a house at this point? Why not? What responsibilities go with living in an apartment? Is it better to have a roommate? Why or why not? (You are allowed to bring your belongings which include: bed, dresser, table, lamps, T.V. set, couch and chair, kitchen utensils including dishes and silverware.)

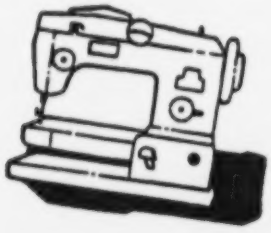
BUY! BUY! BUY!











EXPENSES

Now you are going to find different items that you need for your apartment. What is the difference between something you need and something you want?
What is the difference between necessary and luxury items?

MONTHLY INCOME

Salary _____

rent (minus) - _____

car (minus) - _____

expenses (minus) - _____

_____

TOTAL

List 20 items needed in your apartment:

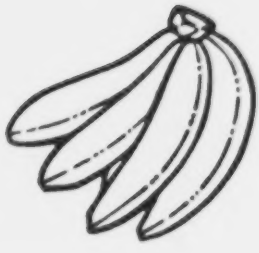
add together and add sales tax (times .04)

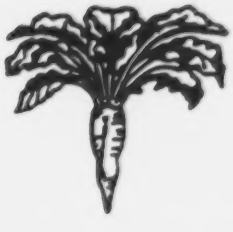
TOTAL EXPENSES (divide by 12) monthly expenses
maintenance bills:

electric = $15.00
phone = $20.00
gas (for car) = $20.00
other = $__.__

add to monthly expenses

FOOD! FOOD! FOOD!





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GROCERIES

Today we are going to do a typical week's grocery shopping.
Start by making a list of things you eat and we'll find the prices in the newspaper. Remember what is already in your cupboards at home.

TOTAL times 4 = monthly shopping expenses

TOTAL BUDGET PLAN

TOTAL NET INCOME	$	_____
CAR payment (minus)	- $	_____
APARTMENT rent (minus)	- $	_____
EXPENSES (minus)	- $	_____
GROCERIES (minus)	- $	_____

_____

FOR SAVINGS

EVALUATION

TEST ON PRACTICAL LIFE SKILLS

1. What restrictions did you have when you were looking for a job?

2. How did you figure your salary?

3. What amount went for your taxes?

4. What does the word budget mean?

5. What responsibilities do you have when you have an apartment?

6. What did you notice about looking for a car?

7. What is the difference between a luxury and a necessity?

8. How can you find the best bargain?

9. What alternatives could you think of instead of finding a job?

10. What new things did you learn during this unit? What else would you like to learn while using the newspaper?

11. Did you enjoy this unit? Why or why not?

CONCLUSION

1. Did you enjoy this project? Why or why not?

2. Did you use a calculator? What did you notice about the work when using it?

3. Have you thought about finding a job before?

4. What would you do now to look for a different job? Do you qualify for it?

5. During the week, did you learn new things? What were they?

6. What should your teacher do different to improve this project?

SUMMARY

1. Write what your job is.

2. Write why you are qualified for the job.

3. Describe your apartment.

4. Describe your car.

5. What is your NET INCOME after your rent and car payment are subtracted?

6. From you interest survey, write what your interests are and what your parents want you to be.

INTEREST SURVEY I

1. Have you ever investigated getting a job?

2. What do these words mean:
   a. job
   b. career
   c. aptitude
   d. interests
   e. apprentice
   f. task

3. What is the best thing you have done with someone?

4. What have you done to benefit society?

5. Are you honest and truthful?

6. What are you planning to do with your salary?

INTEREST SURVEY II

1. When I leave high school, the first thing I plan to do is:

2. I plan to go to college, because:

3. Can you list the jobs of each person in your family?

4. Which jobs are different? Why?

5. Which jobs are most alike? Why?

6.How did your parents choose their jobs?

Father: Mother:

7. What types of preparation were necessary in your parents' careers? How did your parents prepare for their jobs?

8. List six industries in your community that employ twenty or more people.

9. List an example of a job within each category:
Art, Design and Communication
Construction
Health services
Mechanics and repair
Office and clerical
Sales careers
Science and technology
Service careers
Social services and education
Trade and Industry
Transportation

10. Have you ever talked with a person about his or her career did you learn?

INTEREST SURVEY III
(Answer Yes or No)

1. I like to work with my hands.
2. I like to solve intellectual problems.
3. I like to motivate others.
4. I like to work with others.
5. I like to be my own boss.
6. I like to help other people.
7. I like competition.
8. I like the challenge of different tasks.
9. I do my best work during the day.
10. I want to make a lot of money.
11. I want to have an interesting job.
12. I want to be able to dress as I like.
13. I want a job without hassles.
14. I want a lot of time for leisure and family.
15. I like to develop original ideas.
16. I like to stand out as an individual.
17. I like making important decisions.
18. I want to study after high school.
19. I like to have other people see my work.
20. I want to do the best I can.
21. I like to coordinate ideas, people, and plans.
22. I want to do something to benefit society.
23. I like working with details.
24. I want to be assured of having a job.
25. I try to be sincere and truthful.
26. I like to be the chairperson of a committee.
27. I like to work with others on a committee.

MIDMATH APPLICATION

An Equal Opportunity Employer

Name: _____

Address: _____

_____

Telephone No.: _____ (day) (evening)

Social Security No.: _____

BACKGROUND

Are you under 18? _____ If YES, Age and Birth Date _____

Do you have the legal right to be employed in the United States? _____ (If NO, discuss with Manager)

Do you have a reliable means of getting to work? _____ Any relatives employed by MIDMATH? _____

Were you previously employed by MIDMATH? _____ When/Where? _____

Have you ever been convicted of a felony? _____ If YES, explain: _____

Do you have any physical conditions that may limit your ability to do the job? _____

If YES, explain: _____

(Qualified handicapped applicants are invited to voluntarily identify themselves) _____

AVAILABILITY

What days and hours are you available for work? _____

_____

What shifts would you prefer? _____

Ideally, how many hours a week do you want to work? _____

If given a job, how long do you expect to work here? _____

EDUCATION

SCHOOL (Name, Address)	DATES ATTENDED (From-To)	GRADE POINT AVERAGE	DIPLOMA/DEGREE

WORK EXPERIENCE

Start with present or most recent employer. May we contact these employers? ☐ Yes ☐ No

COMPANY (and address)	POSITION	DATES EMPLOYED (From - To)	SUPERVISOR (& Tel. No.)	ENDING WAGE
Reason for leaving:				
Reason for leaving:				
Reason for leaving:				

REFERENCES

List three school, business or personal references that you give your permission for us to contact.

NAME	TEL. NO.	CHECK (✔) TYPE OF REFERENCE			KNOWN HOW LONG?
		SCHOOL	WORK	PERSONAL	

Please turn page and complete form

"RATE YOURSELF" SECTION

Provide information that you would like us to consider in the selection process. Do not give any information prohibited by law. MIDMATH does not make employment decisions based on race, sex, color, religion, national origin, age, handicapped or veteran status.

YES	UNSURE	NO	
☐	☐	☐	Have you ever worked a cash register?
☐	☐	☐	Have you ever worked an electronic "Point-of-Sale" (POS) cash register?
☐	☐	☐	Have you ever held or been elected to a leadership position?
☐	☐	☐	Do you know anyone that works at MIDMATH?
☐	☐	☐	Do you think hard work can also be fun?
☐	☐	☐	Do you consider yourself a hard worker?
☐	☐	☐	Would you describe yourself as a happy, enthusiastic person?
☐	☐	☐	Could you be smiling and happy through your full shift?

If you had a choice, would you rather:

☐ Work in front with customers? or

☐ Work in Back?

LEGAL REQUIREMENTS

The Immigration Reform and Control Act of 1986 requires that, if hired, before you start to work you will present to the selecting manager documents which establish your identity and eligibility to work in the U.S. Some of the more common documents available are:

Any One Of:

_____ Current U.S. Passport; or
_____ Certificate of Citizenship; or
_____ Certificate of Naturalization, or
_____ Current Foreign Passport with Valid Work Visa; or
_____ "Green Card" with Photo

OR

One of:

_____ Social Security Card (no photo)
_____ U.S. Birth Certificate (no photo)

AND

One of:

_____ Drivers License (with photo)
_____ State ID Card (with photo)

You must read and sign our confidentiality agreement:

IN CONSIDERATION OF MY EMPLOYMENT, I AGREE TO CONFORM TO THE RULES AND REGULATIONS OF MIDMATH AND UNDERSTAND THAT MY EMPLOYMENT BY THE COMPANY MAY BE TERMINATED FOR ANY REASON THAT IS NOT PROHIBITED BY LAW. I UNDERSTAND THAT NO ASSISTANT MANAGER OR MIDMATH MANAGER OR ANY REPRESENTATIVES OF MIDMATH OTHER THAN THE PRESIDENT OR THE VICE PRESIDENT OF HUMAN RESOURCES HAS ANY AUTHORITY TO ENTER INTO ANY AGREEMENT FOR EMPLOYMENT FOR ANY SPECIFIED PERIOD OF TIME, OR TO MAKE ANY AGREEMENT CONTRARY TO THE FOREGOING. EMPLOYEES AND FORMER EMPLOYEES ARE PROHIBITED FROM RELEASING TO ANY OTHER PARTY ANY INFORMATION WHATSOEVER ABOUT MIDMATH WHICH IS OF A CONFIDENTIAL NATURE OR WHICH COULD BE DEEMED TO CONSTITUTE A "TRADE SECRET". EMPLOYEES OR FORMER EMPLOYEES ARE FURTHER PROHIBITED FROM USING, IN ANY MANNER WHATSOEVER, INFORMATION WHICH IS CONFIDENTIAL, PROPRIETARY, OR PRIVILEGED, WHETHER FOR THEIR PERSONAL BENEFIT OR GAIN, OR FOR THAT OF ANY OTHER PERSON ANY INFORMATION WHICH HAS NOT BEEN DISCLOSED PUBLICLY IN WRITING SHOULD BE TREATED AS CONFIDENTIAL AND PROPRIETARY.

I DECLARE MY ANSWERS TO THE QUESTIONS ON THIS APPLICATION ARE TRUE, AND GIVE MIDMATH AND ITS AFFILIATES THE RIGHT TO INVESTIGATE ALL INFORMATION GIVEN AND TO SECURE ADDITIONAL INFORMATION, IF NECESSARY. I UNDERSTAND THAT AN INVESTIGATIVE REPORT MAY BE MADE WHEREBY INFORMATION IS OBTAINED THROUGH PERSONAL INTERVIEWS WITH THIRD PARTIES, SUCH AS FAMILY MEMBERS, BUSINESS ASSOCIATES, FINANCIAL SOURCES, FRIENDS, NEIGHBORS OR OTHERS WITH WHOM I AM ACQUAINTED. I UNDERSTAND AND CONSENT TO AN INQUIRY THAT MAY INCLUDE INFORMATION AS TO MY CHARACTER, GENERAL REPUTATION, PERSONAL CHARACTERISTICS, WHICHEVER MAY BE APPLICABLE. THIS INFORMATION MAY INCLUDE, BUT IS NOT LIMITED TO VERIFICATION OF PREVIOUS EMPLOYMENT AND EMPLOYMENT REFERENCES. VERIFICATION OF EDUCATION INCLUDING REQUESTS FOR TRANSCRIPTS, CREDIT REPORTS, MOTOR VEHICLE DRIVING RECORDS AND CRIMINAL REPORTS, ETC. I HAVE THE RIGHT TO MAKE A WRITTEN REQUEST WITHIN A REASONABLE PERIOD OF TIME FOR A COMPLETE AND ACCURATE DISCLOSURE OF ADDITIONAL INFORMATION CONCERNING THE NATURE AND SCOPE OF THE INVESTIGATION IN ACCORDANCE WITH THE LAW. I HEREBY RELEASE FROM ALL LIABILITY OR RESPONSIBILITY ALL PERSONS, COMPANIES OR CORPORATIONS FURNISHING SUCH INFORMATION.

I FURTHER UNDERSTAND THAT ANY MISLEADING OR INCORRECT STATEMENTS OR THE INCOMPLETE FILLING OUT OF THE APPLICATION MAY RENDER THIS APPLICATION VOID AND, IF EMPLOYED, MAY BE CAUSE FOR IMMEDIATE DISCHARGE.

_____ _____

Signature of Applicant Date

EMPLOYMENT APPLICATION

We are an Equal Opportunity Employer

GENERAL OFFICES

MIDMATH

TODAY'S DATE

ATTN: EMPLOYMENT DEPT. PERSONNEL

OFFICE USE ONLY					
		UNIT	☐ FT ☐ PT	MANAGEMENT HOURLY	INTERVIEWER DATE
		REFERRED TO		REPLY	HOW / WHEN
		☐ JOB REFERENCE ☐ CREDIT CHECK ☐ SECURITY CHECK		☐ C/S CHECK ☐ PHYSICAL	
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY
		FRIDAY	SATURDAY	SUNDAY	HOLIDAYS

NAME (LAST, FIRST, MIDDLE INITIAL) | PHONE NUMBER ( )

PRESENT ADDRESS NO. & STREET CITY STATE ZIP | SOCIAL SECURITY NUMBER

PREVIOUS ADDRESS NO. & STREET CITY STATE ZIP | DRIVER'S LICENSE NUMBER

WHO REFERRED YOU TO MIDMATH? ☐ EMPLOYEE ☐ FRIEND ☐ SCHOOL ☐ AGENCY ☐ AD ☐ OTHER | ARE YOU 18 YEARS OLD OR OLDER? ☐ YES ☐ NO

PLEASE EXPLAIN BOX CHECKED:

POSITIONS APPLIED FOR: 1 2 3

DO YOU **NEED** FULL TIME EMPLOYMENT? ☐ YES ☐ NO | WILL YOU **CONSIDER** PART TIME? ☐ YES ☐ NO | HOURS NEEDED | RATE OF PAY EXPECTED $ PER ☐ YEAR ☐ HOUR ☐ WEEK

HAVE YOUR EVER BEEN CONVICTED OF A CRIME? IF YES, DATES AND DETAILS

☐ YES ☐ NO

HAVE YOU EVER BEEN BONDED? IF YES, WHERE?

☐ YES ☐ NO

WHAT OTHER EMPLOYMENT OR "SIDE LINE" BUSINESS DO YOU HAVE? | WOULD YOU WANT TO CONTINUE THIS IF EMPLOYED BY US? ☐ YES ☐ NO

LIST ANY FRIENDS OR RELATIVES WORKING FOR US	NAME	RELATIONSHIP	WORK LOCATION	POSITION
	NAME	RELATIONSHIP	WORK LOCATION	POSITION

EDUCATION	SCHOOL	NAME AND LOCATION	COURSE OF STUDY	DATES ATTENDED FROM	DATES ATTENDED TO	CHECK YR. COMPLETED 1	2	3	4	DID YOU GRADUATE? YES	NO	LIST DIPLOMA OR DEGREE
	HIGH											
	COLLEGE											
	ADVANCED/ OTHER											

HAVE YOU EVER APPLIED FOR UNEMPLOYMENT COMPENSATION? IF YES, DATES

☐ YES ☐ NO

HAVE YOU EVER APPLIED FOR WORKERS' COMPENSATION? IF YES, EXPLAIN

☐ YES ☐ NO

DO YOU HAVE ANY IMPAIRMENTS, PHYSICAL, MENTAL, OR MEDICAL, WHICH WOULD INTERFERE WITH YOUR ABILITY TO DO THE JOB FOR WHICH YOU HAVE APPLIED? ☐ YES ☐ NO IF YES, DESCRIBE

LIST BELOW ALL PAST AND PRESENT EMPLOYMENT BEGINNING WITH YOUR MOST RECENT.
INCLUDE EMPLOYMENT WITH MIDMATH AND U.S. MILITARY SERVICE

1.

COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)
SUPERVISOR'S NAME	SUPERVISOR'S TITLE	BUSINESS PHONE ( )	
YOUR JOB TITLE	STARTING WAGES $ PER	FINAL $ PER	HOURS/WEEK
DESCRIBE YOUR DUTIES			
REASON FOR LEAVING:			

2.

COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)
SUPERVISOR'S NAME	SUPERVISOR'S TITLE	BUSINESS PHONE ( )	
YOUR JOB TITLE	STARTING WAGES $ PER	FINAL $ PER	HOURS/WEEK
DESCRIBE YOUR DUTIES			
REASON FOR LEAVING:			

3.

COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)
SUPERVISOR'S NAME	SUPERVISOR'S TITLE	BUSINESS PHONE ( )	
YOUR JOB TITLE	STARTING WAGES $ PER	FINAL $ PER	HOURS/WEEK
DESCRIBE YOUR DUTIES			
REASON FOR LEAVING:			

4.	COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)
5.	COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)
6.	COMPANY	WORK ADDRESS (STREET, CITY, STATE, ZIP)	FROM (MO./YR.)	TO (MO./YR.)

Please list any skills, abilities, interests, hobbies, etc. which you feel could be an asset. (Example: Business Machines, Volunteer Work, Data Processing, Languages, etc.)

WHICH EMPLOYERS **CAN** BE CONTACTED? (INDICATE BY NUMBER) _____

The facts set forth in this application and any attachments are true and complete. I understand that if employed, false statements or omissions on this application shall be considered sufficient cause for dismissal. The MIDMATH Companies are hereby authorized to use their personnel and/or any investigative or credit agencies/bureaus to investigate my health, personal history, criminal conviction record, and/or financial credit record. If hired, I agree to work the hours scheduled by my employer.

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Signature _____

APPLICATIONS ARE KEPT FOR ONE YEAR.